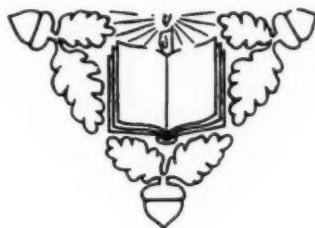


SCHOOL LIBRARIES ISSUE

ARKANSAS LIBRARIES

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| National Library Week | April 3-9 |
| Arkansas Trustee Workshop, Little Rock . . . | April 28, 1960 |
| American Library Association Annual Conference
Montreal, Canada | June 19-24 |

Vol. 16, Series II

April, 1960

Number 4

Issued Quarterly

ARKANSAS LIBRARY COMMISSION

In Co-operation With

ARKANSAS LIBRARY ASSOCIATION

Arkansas Libraries

Vol. 16, Series II

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ARKANSAS LIBRARY COMMISSION

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SCHOOL DIVISION CHAIRMAN'S MESSAGE

By Kathleen Sharp*



MISS KATHLEEN SHARP

With National Library Week right before us with all its special challenge, no better time will be found for us to think about how all of us—public, college, special, and school librarians—can contribute to the encouragement of the use of all kinds of libraries by everyone and the establishment of good lifetime reading habits. This third National Library Week with its emphasis on adult reading for teenagers is especially challenging to those of us who work with young adults. What a wonderful opportunity and what an awful responsibility is our lot! Such a wealth of material in this field—some good and some not so good—leaves us with problems of selecting the right materials, guiding and encouraging their use, keeping up-to-date. Various

lists are a help but not a complete answer.

These problems are some that librarians have in common, and often we can help each other. We hope that especially during National Library Week you will think to share your ideas with others on both a give and take basis. If you are a school librarian, visit your public library or (if you are lucky enough to have one) the college library in your town or county. If you are a public librarian, see what the school (or college) is doing in their library. If you are a special librarian, find out about the other libraries in your vicinity. The college librarian will certainly want to know about the resources in the school and public libraries. If all these visits are not feasible, do share your ideas with the rest of us by reporting to Mrs. Dula Reid, librarian, Faulkner-Van Buren Regional Library, Conway, the activities in which you and your community engaged to observe National Library Week. Remember, what worked for you this year may work for somebody else next year.

As a project for 1960, we who are members of the Arkansas Library Association should endeavor to persuade somebody else to join. We all know the advantages of membership, so let's share our fellowship. Each one of us, more than likely, is acquainted with a librarian or a trustee who should be and is not a member of the Association. Pass along the application blank on page 39 of this issue of **ARKANSAS LIBRARIES** and let's get some help in doing a better job in the libraries of Arkansas.

A special word to school librarians: the new AASL standards for school libraries have been in publication since the first of March. Study them carefully and try to get your admin-

* Miss Kathleen Sharp is librarian, Osceola High School.

istrator acquainted with them. Their purpose is explained in an article in this issue.

I feel honored to be serving this year as the chairman of the School Division of the Arkansas Library As-

sociation. If any of you is asked to serve as an officer in your division, I recommend that you accept. This service is the quickest (though somewhat frantic) route to a liberal education in the library structure of the state.

GENERAL STATEMENT ON NATIONAL LIBRARY WEEK

By Dr. Marshall T. Steel*
NLW State Chairman for Arkansas

As you read these words, extensive plans are nearing completion for effective state-wide observance of National Library Week.

This third annual observance presents an exciting opportunity to every one who has concern for the mind and spirit, and for the printed words and pictures through which we come in contact with the minds and spirits of others.

State plans for National Library Week got under way in early January when the State Committee met in Little Rock. On the committee are approximately eighty Arkansas leaders from all areas of life including the church, the schools and colleges, industry, radio, television and press, and of course libraries.

The fact that the great majority of the committee were able to be present for the meeting in January is testimony to the importance they place upon NLW and its potentialities. Members who were kept away by other responsibilities were quick to offer their support and encouragement by mail and phone.

Mrs. Dula Reid, head of the Faulkner-Van Buren Regional Library is executive director for the Week. She has done an outstanding job of implementing the program sketched out by the State Committee and national headquarters. Elsewhere in this issue of ARKANSAS LIBRARIES, I believe, Mrs. Reid is detailing many ways in which the Week can be furth-

er promoted. Let me urge that all of us read her suggestions with care and do our part to help put them into effect. During this special Week, let every single child and adult in Arkansas be reminded forcefully and frequently of the ways in which the printed page can enlarge and enrich his life.

Hendrix students, like those in all colleges, have daily contact throughout the school year with the wonders of reading. But even in an institution whose very foundation is books there will be opportunities for the "extra nudge" which National Library Week will provide. Attractive posters will be put up in each of the residence halls and also on the campus bulletin boards. Table tents carrying the NLW slogan will be on all tables in the dining hall throughout the Week. The Library itself will have several mobiles obtained from NLW headquarters and will also use the occasion for special book displays.

Our state observance has been well prepared for by attention given it in the national press, radio and television. One effective example, dramatically illustrated with color photographs, appeared in LIFE MAGAZINE in early February. We in Arkansas are engaged in a project which extends throughout every one of the 50 states, and which can help immeasurably to produce a better-read, better-informed America.

William Alexander Silverman of THE CLEVELAND NEWS has made

* Dr. Steel is president of Hendrix College, Conway.

a moving statement about the importance of books and of the libraries which make them available to us. Here, in part, is what he says:

"If one should ask me which is the greatest wonder of the world, I would choose neither the Pyramids of Egypt, nor the splitting of the atom.

"Instead, quite proudly, as though I myself had discovered this, I would reply, 'The public library.' . . .

"This is where the blind can see, where the deaf may hear, and where the mute can speak....

"This is the only place man has ever found where the Greek words **alpha** and **omega** assume their literal meaning; for wisdom indeed is the beginning and end of all human experience.

"This is the library."

HOW DO WE CELEBRATE THE WEEK?

By Dula Reid*

Next week (April 3-9), National Library Week will be observed with the theme "Open Wonderful New Worlds—Wake Up and Read". The week unites individuals and groups in concentrated effort to encourage the reading of books, newspapers and magazines for fun, knowledge and advancement.

I attended the mid-winter meeting in Chicago including two sessions of the National Library Week Workshop and was impressed by directors' reports to be given National Library Week in the popular magazines. Please watch for these articles! Each director talked about his state organization and the efforts being made to reach all citizens. We all know that the grass roots effectiveness of National Library Week depends on the local citizens' committees which conduct the week's observance in their own areas.

By now at least one librarian in your community has received a kit of promotion aids to be used during National Library Week. It is hoped that additional copies of these aids have been ordered for wide distribution throughout your area.

Every librarian in Arkansas has been given the responsibility for starting a committee to function in fitting the needs and desires of the

community into the general plan. Emphasis this third annual observance of National Library Week will be on the development of reading among our young people. Following are some suggestions for activities in every community in Arkansas. These are especially for schools but may be adapted for other libraries.

1. Ask library assistants and library club members to help organize the school Library Week observance.

2. Plan a short piece for your school and community newspaper about favorite books.

3. Ask students to write about how they select books they want to read, how they use the library, reading they recommend and how reading furthers their other interests.

4. Display posters in downtown windows as well as in schools and libraries. Use your radio stations and newspapers to report your activities.

5. Choose some good readers and speakers to talk to local civic and service club luncheons during Library Week, about their favorite reading and books that are part of their school and recreational life. The school librarian should explain the role of the library in the total school program.

* Mrs. Reid is librarian, Faulkner-Van Buren Regional Library with headquarters at Conway. She is NLW state executive director.

6. A special occasion, "Open House" or "Reading Night", could be made for a visit to the Library, at which the young people conduct their parents to see favorite books and displays. The recommended books should be used for displays.

Governor Orval E. Faubus has proclaimed April 3-9, 1960, as Library Week in Arkansas and urges all citizens to unite in this national effort to achieve a better-read, better-informed America.

Mrs. Orval E. Faubus, a member of the National Library Week state committee, initiated National Library Week activities in Arkansas by entertaining the state committee, members of the Arkansas Library Association, and friends of the library at a coffee hour at the Governor's Mansion on Monday morning, March 28. Many people from all over the state attended, signifying the belief of Arkansans in the value of libraries.

"NEW GOALS FOR SCHOOL LIBRARIES"

By Freddy Schader*

Editor's Note: This material is based on ALA Bulletin, February, 1960.

On February 29, 1960, new school library standards, known as **Standards for School Library Programs**, were published—the first since 1945. Between the years 1945 and 1960 the whole philosophy of education has been changing with our changing world. The goal of developing each child to his maximum potential has led to individualized instruction and independent learning, with an emphasis on reading and mastery of subject matter. The curriculum must provide learning experiences for all with an adequate variety of books and materials to meet the needs of all children from the slowest to the most rapid learner.

Realizing that the school library could provide this wide range of materials efficiently and economically, the American Association of School Libraries undertook a revision of school library standards. A committee of eight librarians with co-chairman Frances Henne, School of Library Science, Columbia University and Ruth Ersted, supervisor of school libraries, Minnesota State Department of Education, was appointed.

Requests for revision of the standards began to come in from professional education organizations. Since they, too, were interested in improvement of the school library program, twenty additional people representing such organizations as American Association of School Administrators, Association for Childhood Education International, Association for Supervision and Curriculum Development, Department of Classroom Teachers, and National Association for Secondary School Principals, also served on the committee. The **Standards** were several years in the making and were based on research, surveys, suggestions, and questionnaires sent to more than 1400 school librarians and educators.

As the title indicates, the emphasis in the new **Standards** is on the library program. As is pointed out in the third chapter—: "The true concept of a school library program means instruction, service, and activity throughout the school rather than within the four walls of the library quarters." The school library program reflects the philosophy of the school and enriches all parts of the educational program. As Dr. Frances Henne said in her report to the American Association of School Li-

* Miss Schader is administrative assistant at the Arkansas Library Commission and co-chairman of the School Library Standards Implementation Committee of Arkansas.

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ARKANSAS LIBRARIES

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brarians in Washington in June, 1959, "We are not just talking about materials or staff; we are not just talking about any isolated part. We are talking about a 'bang-up' program in which the school library is permeating every nook and cranny of that school with materials throughout the school as well as in the library, with work with teachers, and with the always stimulating, important work with the boys and girls and young people."

In the light of the total library program the new **Standards** are both qualitative and quantitative. The qualitative standards describe principles, policies, and practices that shape a library program. They apply to all schools regardless of size. The quantitative standards include recommendations for books, magazines, materials, staff, funds, and quarters. These are the means necessary to achieve the qualitative standards, and they are specific in their recommendations. The quantitative standards vary according to the number enrolled in established schools and to special requirements for new schools. The qualitative and quantitative standards should not be separated from one another, since they are designed to improve the total school library program.

The **Standards** apply to both elementary and high school, for adequate library service is just as essential to an elementary pupil as to a high school student, if each is to reach his maximum potential. The standards are high, and are to be considered as goals to be attained over a period of years. They provide guidelines for immediate and long range planning of the school library program geared to the objectives of the total school program.

In Arkansas there is a growing interest in improving school libraries,

as evidenced by the increasing number of high schools receiving North Central Association accreditation and by the increasing number of centralized elementary school libraries. A state-wide implementation committee for the new school library standards has been appointed. It is composed of:

Mrs. Evelyn Griffiths, president, Arkansas Library Association.

Mrs. Anne Jackson, Arkansas Library Commission.

Miss Frances Nix, Arkansas Library Association.

Mrs. Merlin Moore, State Department of Education.

Miss Emma Scott, Arkansas Education Association.

Dr. John Trice, president, Arkansas Education Association.

Jim Wasson, State Department of Education.

Dean Whiteside, State Department of Education.

Miss Freddy Schader, co-chairman, Elementary School level.

Miss Kathleen Sharp, co-chairman, Secondary School level.

The commissioner of education, Arch Ford, has also appointed a school library advisory committee made up of school librarians, school administrators, and laymen. Plans are being made for one statewide meeting of all people interested in improving school libraries to be held in the fall of 1960. In the meantime, please secure your copy of **Standards for School Library Programs** from the American Library Association, 50 East Huron Street, Chicago, Illinois (\$2.50) and study the standards in relation to improving your total school program.

QUEST FOR QUALITY IN ELEMENTARY SCHOOL LIBRARIES

By Dr. Bessie B. Moore

Supervisor of Elementary Education
State Department of Education

"The library is an integral part of the good modern school—its nerve center, if you will. There can be no excellent school without a library, for the school cannot depend upon the public library for all its needs." So speaks Benjamin L. Smith, just retired as superintendent of schools in Greensboro, North Carolina, in the October 1957 issue of *SCHOOL EXECUTIVE*. The casual reader of the above statement would easily agree, saying "Oh yes. Every high school should have a library." But note that Mr. Smith said **every school, not every high school**. "If a library is an essential for a good high school, how much more essential it is for every elementary school!" says Mary V. Gaver, professor in the Graduate School of Library Service at Rutgers University.

Reading habits and work habits are established in the elementary school; it is here that children should learn how to use and enjoy the school library, and to develop a healthy respect for the information and inspiration provided in books.

It should be the purpose of every elementary school to teach its pupils to use reference tools with ease and to do independent research on assignments or in a subject in which there is a personal interest.

Abundant materials to enrich the curriculum are an absolute necessity. For example, thousands of well written attractive books by outstanding authors in the field of science have been purchased for elementary schools in Arkansas this year through a plan in which local money was matched with funds available under the National Defense Education Act. Unquestionably these books will greatly strengthen the elementary

science program. They will pique the natural curiosity children have about the world they live in.

Teachers in these schools can now plan science instruction knowing there will be books in the library to supplement the science textbooks, books telling children **how** to conduct scientific experiments in sound, magnetism and electricity, or whatever is being taught.

Educators are putting great emphasis on the necessity of providing for individual differences of children. Certainly a well stocked library with materials on all reading levels on many subjects offers every child an opportunity to pursue his own interests at his own level of learning. Furthermore, opportunity for browsing will often awaken a new interest which a child might never experience without "individual exploration" of challenging and well illustrated books that are easily accessible.

Providing recreational reading is also a necessary function of the elementary library. Many schools use the facilities of county and regional libraries. This is good. But **these books should supplement, not take the place of the school library.** The county and regional libraries aim to give **public library** service to children. Because almost all of them operate on very inadequate budgets, they cannot supply schools with all the books they need and certainly not **when** they need them. **School libraries should purchase books used in the instructional program, and depend on county and regional libraries for part of their incidental and recreational reading.**

Where are we today in elementary school libraries? Some schools have fairly adequate school libraries, but

these libraries need improvement. Others have collections which could hardly be dignified by the term, library. On the whole, however, much progress has been made in the past few years, but there still remains much to be done.

Organization is sadly lacking. Very few schools have centralized libraries; a few others have centralized collections. Buildings were built last year without any space for a centralized collection, much less a central library. Many school districts depend altogether on the P.T.A. for all the money spent in the elementary library. **This adds up to the fact that elementary school libraries have not been considered important.**

Quality of book collections in many schools, whether in a centralized collection or room libraries, is very poor. Even the few new books do not hide the worn-out volumes which should have been discarded years ago, or the dog-eared old textbooks which are oftentimes counted as library books on the elementary school report sent to the Department of Education. Old reference books, many of them more than twenty years old, are still in use; and lack of proper shelving and display spaces is almost universal. **Such conditions prevail much less frequently in high schools**, because accreditation standards have been much more strict. The grease has been added to the wheel which squeaks the loudest!

What can be done to remedy this situation? The time is ripe for long overdue improvement. With the new **Library Standards** just published opportunity is given for presenting the case of the elementary school library to school administrators, school boards, parents whose children are suffering from a dearth of well selected books, and other interested citizens.

Plans for implementing the new **Standards** have been put in motion by a state committee appointed at the direction of the American Associa-

tion of School Librarians. As evidence of the keen interest of the State Department of Education, Arch Ford, commissioner of education, has appointed an advisory committee, composed of librarians, both school and public, school administrators and interested lay people to study the new **Standards** in relation to Arkansas schools, and to assist with meetings and studies by similar committees at the local level. The high school librarian should lend eager and informed leadership in interpreting the standards to such groups. Improvements will be made only when school officials and the community as well recognize the need.

Importance of local groups studying the local **elementary school library** as well as the high school library cannot be overemphasized. Careful examination of school libraries will probably point up such things as:

1. The necessity for school funds to be **budgeted** for elementary school libraries. If the library is an essential tool of education, it cannot exist as a beggar dependent altogether on funds from voluntary sources.
2. Need for plans for centralized purchasing of books in order to prevent duplication and to strengthen collections.
3. Need for systematic withdrawal of books which are worn-out or out-of-date.
4. Need for a plan for mending books and sending those which are worth rebinding to a bindery.
5. Need for personnel to do the necessary jobs to keep the library "in running order".
6. Need for a special room, properly equipped for a central library or for a centralized collection of books.
7. The relationship of the school library to the public library.
8. A deeper appreciation and understanding of the work of the librari-

ian and the role of librarian in the educational program.

These are but a few of the possible outcomes which might result from a careful evaluation of the necessity for a good school library, high school or elementary, and its services. Never

has there been such a favorable time for **good results** for a good cause, a quest for quality in school libraries.

"Faint heart never won fair lady!" We can never reach the goals set forth in the new **Standards** unless a start is made—**NOW**.

THE HIGH SCHOOL LIBRARY IN ARKANSAS

By Anne S. Jackson*

The State Department of Education in Arkansas and the Arkansas Library Commission have long recognized the need for good school libraries and their place as the center of the instructional program. The chief school administrators of this state have seen that a school program is only as good as the school library and its services administered to the students and teachers. Librarians, faculty members, administrators and students find that for efficient and successful service through the library there must be a spirit of cooperation and a sharing of the feeling of ownership. Students and teachers in most schools of our state refer to the library as "our" library, not as the "librarian's library.

A few years ago many of the book collections in schools of the state were found to be shelved in cramped quarters, behind blank walls where books were handed out to students through a small post office-type window, in areas literally fenced in with poultry wire to prevent abuse and too often use of books, in hall closets that had neither light nor fresh air, or other in odd and inadequate locations. There have always been some schools, however, with provision made for libraries. There have always been teachers and administrators with the vision of what a school library should be; the rapid progress that has been made in recent years is due largely to the perspective of persons able to sense the needs of the future in fields of education, culture and economics.

At present the trends in school libraries are pointing upward in all phases of service, in qualified personnel, in variety and quality of materials and in quarters. Although Arkansas school libraries are far from their dream of attainment, they are progressing toward a goal of adequate service for all teachers and students.

There are 557 schools on the list of Accredited High Schools in Arkansas as reported by the Division of Instructional Services, 1958-59. Of these only 124 are members of the North Central Association. Others are working toward meeting the requirements set by the Department of Education for a better rating. This attainment would mean better instructional programs and better educational opportunities. The library budget has been based upon an average expenditure of \$1 per child enrolled in the average school in the state. Now that the cost of books and other materials has increased and the demands for library materials are greater, the per student expenditure must of necessity be greater than in previous years. The minimum expenditure is never enough to provide the facilities needed for good service. A number of schools are spending far beyond the minimum at present. Several years ago there were very few high school librarians in the state who held advanced degrees in library science. In 1959 there were more than fifty, approximately 10% of the librarians holding either the Master of Library Science degree or a M. A. with a ma-

* Mrs. Jackson is consultant, High School and Public Libraries, Arkansas Library Commission. She is NLW state representative for AASL.

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jor in library science. Reports on a study of the high schools of the state in January, 1960, show that of the two hundred schools reporting seventy-three (36%) have full-time librarians; 47% have a librarian who spends half-time or less in the library, and 17% of the schools have librarians in the library more than half-time but less than full-time. Too many librarians have to spend too much of their time with duties outside of the library. Seventy-two percent of those schools reporting employ librarians with 15 or more semester hours training. Librarians are expected to have a minimum of 15 semester hours credit in library science, in addition to teacher qualifications, or to continue training until this requirement is reached.

In recent years the materials collections have greatly improved in number and in quality. No certain number of books per child is specified by the Department of Education. An adequate collection that will meet the needs of students and teachers in the instructional program in the schools is required. In the recent study of 200 schools it was found that these schools maintain collections averaging 5.5 books per child. Emphasis has been placed on the quality and usefulness of a collection rather than on number of books.

Types of service in the libraries cover the range of materials needed by students and teachers in all subjects offered by any particular school. A collection of books of recent copyright on timely subjects is to be found in most schools. Many schools distribute audio-visual materials — including films, filmstrips, recordings, tapes, maps, charts, etc.

Book collections are based upon a balanced program including all main classifications, in order to have a broad variety of informational material available. A two to five year program of development of the library collection is advised and practiced by many librarians. There are a few

schools that maintain a separate audio-visual department of service. The schools that offer all these services through the library find the total materials service to be highly satisfactory.

Most Arkansas librarians offer a course of instruction in the use of the library at the beginning of the school year. In many schools the English teachers cooperate with the librarians' program by teaching the unit on the library at this time. Individual instruction and advice is given to students throughout the school year. Book lists on available subject materials are compiled by the librarians and sent to teachers.

School librarians have student assistants who are scheduled to work in the library at specified hours. These students may receive valuable training in librarianship that will be a lifelong asset to them. They may learn the value of libraries, of service to others and of working together. Arkansas has a strong state-wide organization of student library assistants, and six or more districts have held organizational meetings. In some schools the use of an evaluation sheet helps the student assistants to see the rate of progress they are making in library knowledge.

A very effective plan for strengthening the school library program has been sponsored by the Department of Education with the assistance of the Arkansas Library Commission. The plan involves the holding of clinics and workshops for administrators and librarians. At these meetings the strong and weak points of service are aired and discussed. Resource persons who assist with the programs include the high school and elementary school library consultants from the Library Commission, representatives from the Department of Education and the county librarians of local areas.

This program has proved very effective in bringing about a better all round understanding of the needs,

problems, and possible sources of aid for an improved service.

The schools of the counties in which there is a county or regional library have the cooperation of that agency in furnishing supplementary books and other materials, aid in program planning, advisory service of the librarian and in making available to the school the total community resources of information. Schools located in counties with no county-wide public library service may make direct use of the materials available from the Arkansas Library Commission. Two collections of books are sent to these schools each year. The Arkansas Library Commission also answers many reference questions, and will send special collections of books to schools needing this service. Special exhibits at the Arkansas Library Commission include collection of starred and double starred titles listed in H. W. Wilson catalogs and many other books from various publishers. Librarians and teachers often examine these books before placing orders. The schools, however, are expected to purchase the volumes needed in their basic collections.

During the past seven years many school collections have been cleared of old, worn, and otherwise non-useful books; book budgets have been increased; materials are now being organized for facility of use; good purchasing policies have been adopted; book and other materials are being properly cataloged and processed for use; library quarters have been made available and some have been made more inviting; thought and planning are given to the physical facilities and to making materials available to students; librarians in many instances are working with administrators and architects in planning buildings; audio-visual, magazine and supply storage space, conference rooms and work areas are now considered essential features of the library. Librarians are meeting higher academic and professional standards, and so they are able to give better than

average service. Many school libraries are open all hours of the school day and before school is open in the morning and for a short time after school is dismissed in the afternoon. In a few scattered localities schools have provided evening hours in the library open to students. Practically all schools in the state draw from their county, regional or the state library for supplementary services. Sponsorship of book fairs, National Library Week, and National Book Week programs tends to further interest in libraries, to introduce students to new and old book titles and to interpret the school library to the community.

Administrators are cognizant of the fact that the library should participate effectively in the school program to help meet the needs of pupils, teachers, parents and the community as a whole.

The National Defense Education Act of 1958 (Public Law 85-864) has made it possible for schools to provide better instructional opportunities in several fields of study. Many Arkansas schools are participating in the program and have qualified for funds to improve their science, mathematics, and modern foreign language instruction under Title III. Of all the ten Titles in the Act, this one has the greatest significance for school libraries, in that it makes it possible for the library to expand its collections of printed and audio-visual materials in the three areas named. Funds for these materials must be matched by the schools and must be above present library budgets. Many Arkansas schools recognize the importance of intensifying and expanding the science, math and language areas in the school curriculum and in this way many educational advantages will accrue to the young people of our state.

Approximately thirty high schools and three regional libraries are receiving books from the Traveling Science Library, a cooperative project of the American Association for the

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Advancement of Science and the National Science Foundation, Washington, D. C.

It is true that Arkansas school libraries have made progress — that more and better materials are to be had through better facilities, that they are administered by better qualified personnel than in the past; but librarians and other educators are not satisfied with existing conditions. It is imperative that progress be continued. If progress stops, the program regresses. The quality of library service must continue to improve. There are too many poorly staffed and inadequately supported libraries in the schools of our state today.

The new **Standards for School Library Programs** published by the American Library Association, Chicago, Illinois, this spring sets a goal for all schools. Never before have the standards been so high—yet never before have the demands on schools

been so great. Many of our schools will find that the goals presented in this new release will be a stimulating challenge. Many schools in other sections of the country are meeting the ALA requirements already. Our schools libraries have far to go in many ways.

The latest recommendations are: schools having 200-499 students to have a collection of 6,000 books; schools with an enrollment of 500-999 to maintain a collection of 10,000 volumes. Junior and senior high schools should have 70 and 120 magazine titles, respectively. The expenditure for books should be at least \$1,000 per year in the school of 200-249 enrollment, and at least \$4.00 per student in schools having more than 250 students. Additional funds should be allocated for magazines, newspapers, encyclopedias, dictionaries, supplies, etc.

The challenge is great, the responsibility is ours.

HALL HIGH SCHOOL HAS PAPER-BOUNDS FOR COLLEGE-BOUND

By Frances Nix*

The English department, art department, bookstore, and library at Hall High School, Little Rock, have combined efforts to make paper-bound books available for purchase by the students. This project, begun in January, has provided another opportunity to prove that cooperative planning leads to better instructional programs and increased student interest in reading and learning.

High school days are preparatory days. "College-bound" and "Lifetime Reading" are only two of many phrases implicating the purposes of the high school years. The challenge of either of these terms is enough to frighten the high school teacher or librarian. The teacher must determine the best books for her students,

and the librarian must stretch the meager pennies allotted as a library budget to provide an adequate collection of the books the teacher has chosen as essential.

From opening day at Hall High School the paper-bound book has had an important place in the instructional program. For a student body of seven hundred fifty students, many books must be provided in quantity if the library is to meet the needs of the curriculum by providing the student with the book when he needs it or wants it. By purchasing two to five copies of the more popular books in regular binding and adding five to ten paper-bound copies Hall High School Library has made more books available for student use.

* Miss Frances Nix, librarian, Hall High School, Little Rock, is immediate past president of the Arkansas Library Association.



High School Students in cheerful mood ponder over some of the Paper-Bound Classics on sale at the bookstore of Hall High School, Little Rock.

A second use of the paper-bound book at Hall has been to provide classroom sets of titles that seemed desirable for class instruction. Each English class has chosen two or more titles to be studied by all students through panel discussions, oral reading, contrasts and comparisons, and other means of instruction and student participation. So that all students have similar editions of the

chosen titles classroom sets are purchased by the library and made available to the students by the teacher. History classes, language classes, and others, also, make use of the paper-bound book. Thus students at Hall are familiar with the paper-bound book and its versatility.

With the library budget stretched to its limits, with added emphasis on

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reading for the college-bound, and with a desire to instill "life-time reading habits", the faculty at Hall saw another use for the paper-bound book. To make them available for purchase by the students might relieve the demand for titles in quantity and it might instill a desire to own books and to start personal libraries.

All projects must have a beginning, and meager as the idea may seem, it may lead to boundless opportunities. That seems to be the story of the Hall High School project—"Paper-Bounds for the College-Bound." The English teachers chose a basic list of thirty books they felt all students should have read by completion of the high school years. The librarian and the bookstore manager prepared the orders and arranged to sell these thirty titles in the bookstore. The art department promoted a poster contest to announce the sale of the books. The books arrived, the bookstore window was adorned with a poster announcing: "Have Book —

Will Sell", and a new project was underway.

There are several noteworthy observations about the project. The library was the focal point for work on the project. Sales may allow the librarian to purchase a needed reference work instead of ten more copies of a fiction title to meet an immediate demand. Faculty and librarian studied many lists and evaluated many books before selecting the thirty titles for first purchases. The students gained pleasure from the poster contest and confidence in book selection by observing the bookstore selections.

The titles selected included ten books for each grade level. There are older fiction titles, newer fiction titles, plays, short stories, and non-fiction titles. For those who might be interested in a similar project reference should be made to the *N. E. A. Journal* articles "Treasure for Pennies" and "Fictional Books for the College Bound Student."

ARKANSAS STUDENT LIBRARIANS SHOW SIGNS OF PROGRESS

By Anne S. Jackson*

The Arkansas Student Library Assistants organization has grown from a small group to a very large one. The organizational meeting was held in Conway, April 19, 1952, with a small number of schools represented. Since that time the attendance at state meetings has increased to more than 1200 young people and their sponsors. This attendance is such that only the larger schools and colleges can provide room and facilities for these programs. The Association meets annually in March.

According to the ASLA constitution, any junior or senior high school library club in schools holding membership in the Arkansas Education Association may become a member of

the association by paying a chapter membership fee of \$5; officers are elected annually, taking office immediately after the convention; and the executive council consists of the officers of the association, the librarian-sponsor of each officer, the president and the immediate past president of the School Library Section of the Arkansas Education Association, and a representative from the Arkansas Library Commission and the State Department of Education.

The great interest shown in the library club work is gratifying, in that it is proof of the high school students' appreciation for and enjoyment of reading privileges. Through library club work many teen-age boys and

* Mrs. Jackson is high school library consultant, Arkansas Library Commission.

girls of the state are learning the value of service, and are enriching their own educational experiences by working with library materials, students and faculty members.

Student library assistants have found the high school association to be of great value to them during their college years. In addition to having acquired good library-use habits, some students have helped with their expenses by working in college libraries. Others have become interested in librarianship as a profession and have completed the requirements needed to fit them for a career in the field of library service.

An outstanding contribution of the ASLA to student assistants is the *Handbook for The Student Assistant in the School Library*, which was prepared and published in 1959. The Arkansas Library Commission and the Department of Education cooperated with the group in this work, and both agencies distribute copies of both the Handbook and the Constitution to clubs throughout the state.

The current trend is toward active organizations of clubs in the districts outlined by the AEA. This type of program will make it possible for more young people to participate actively in club work, to hold office and appear on programs. The learning, doing and development of talent will be promoted to a greater degree than in past years. This plan carries with it the fulfillment of the purposes of the association. These are: (1) to increase pupil interest and participation in school work, (2) to create better library service, (3) to promote friendship and cooperation among librarians and student librarians, and (4) to attract well-qualified student library assistants and to interest them in librarianship as a profession.

Preston Williams of Pine Bluff High School, president, ASLA for 1959-1960, attests his belief in the future for the organization in the following statement: "Ninety-nine schools now are members of the AS-

LA... I firmly believe that next year will be a record growth year for the organization.

"Organizing the ASLA's nineteen districts has comprised the main work program for the association this year. There are seven districts fully organized and several districts planning organizational meetings this spring. Any plans for the future hinge upon the passage or defeat of the bylaw concerning representation of schools at the state meetings.... In the next few years the ASLA will be able to offer more and more assistance to the school library staffs in the form of new ideas, and possibly a college scholarship to a future librarian."

The ninth annual meeting of the ASLA was held at Arkansas State Teachers College, Conway, on March 26, 1960. The Conway High School Library Club and Arkansas State Teachers College Library staff were in charge of the local arrangements. The theme for the program was "Looking Ahead." The meeting was attended by a large group of student assistants and librarians from throughout the state.

The following program was presented in the ASTC administration building. Preston Williams, president, presided. Invocation was given by La Rue Atchley, parliamentarian, the welcome by Dr. Silas Snow, president, Arkansas State Teachers College, and the response by Jo Ann Bramblet, secretary. Gary Hanners, treasurer, presented a piano solo. Miss Carol Robinson, first vice-president, presented the speakers. Mrs. Raylene Steelman, librarian, Hendrix College, Conway, gave a brief talk on "Librarianship". Dr. Bessie Moore, chairman, Arkansas Library Commission, made the keynote address with the theme, "Looking Ahead". Miss Mary Ruth Henson, second vice-president, introduced the candidates for office for the ensuing year. Luncheon was served at the commons, and entertainment was provided in the administra-

tion building. Officers were elected during the afternoon business session, which was followed by a fun hour.

Advisors for the organization are Mrs. Anne Jackson, high school li-

brary consultant, Arkansas Library Commission, and Dean Whiteside, supervisor of instruction, State Department of Education. New officers for 1960-61 are named on page 38.

THE ELEMENTARY SCHOOL LIBRARY IN ARKANSAS

By Freddy Schader*

Would you like to stretch your book budget, avoid purchasing so many duplicate copies of the same book, make all library books available to all students, provide fluid classroom collections for whatever project is underway, and give each child the thrill of having the library experience of selecting his own books and materials? Then centralize your library collection!

Is your school missing a good library? A leaflet from the American Library Association defines a school library as "a centrally organized collection, readily accessible, of many kinds of materials that used together, enrich and support the educational program. It contains books, magazines, and other printed materials, as well as films and filmstrips, recordings, pictures, and maps. While its resources are carefully selected to meet the needs of the instructional program, they provide also an opportunity for additional exploration and discovery."

All over the nation educators have begun to realize that a good school library program is just as important in the elementary school as in the high school. If a child is to be able to take his place in this age of speed and space, he must have access to a wealth of materials. Consequently there has been an amazing growth of elementary school libraries in many school systems.

In Arkansas this development has been very slow for several reasons. In our state, back in the 1930's and 1940's a good many elementary schools

had centralized libraries with full or part time librarians. Along came the war and greatly increased enrollments in elementary schools. The libraries were sacrificed to make additional classrooms to house the students. Such was the case in Fort Smith, El Dorado, and other towns where the library had been the heart of the school. The librarian became a classroom teacher, and the books were divided among the various rooms to become firmly entrenched as the property of the individual room, and rarely were they circulated to any other room.

The North Central Association, the accrediting agency for Arkansas schools, has very definite regulations for secondary school libraries, but none at all for the elementary school library. Consequently, North Central schools and Grade A schools made little attempt to maintain an elementary library when space was at a premium.

In 1953 the board of the Arkansas Library Commission realized that there was a great need for school library consultants in Arkansas. When a high school library consultant was added to the staff, another staff member assumed the duties of elementary school library consultant. Since that time help and advice have been given through visits and letters to many elementary schools on selecting library books, discarding worn-out or out-dated library books, shelving, library room arrangements, compiling book list in certain subject areas, picture files, record and filmstrip col-

* Miss Schader is administrative assistant
consultant, Arkansas Library Commission.

and elementary school library con-

lections—all types of library problems, but always working toward the centralization of the library.

Since October, 1953, a mimeographed Elementary School Library Bulletin has been published quarterly, edited by Freddy Schader. It carries articles of interest to elementary school librarians, principals, and teachers about libraries, books and reading.

In the fall of 1957 the Elementary School Council appointed a library committee composed of Miss Erma Chastain, former school librarian, Rogers Elementary School, Fort Smith; Mrs. Ben Fearing, principal and librarian, Cleveland Avenue School, Camden; Miss Marcella Gridder, instructor in Library Science, University of Arkansas; Miss Gladys Sachse, instructor in library science, Arkansas State Teachers College, and Miss Freddy Schader, elementary school library consultant, Arkansas Library Commission, who acted as chairman. The committee drew up "Suggested Standards for the Elementary School Library in Arkansas." These standards, approved by the Elementary School Council, had minimum recommendations in six areas: physical facilities, library staff, library expenditures, book and library materials, organization of materials, and library services.

An increasing interest in elementary school libraries in Arkansas has begun to manifest itself. The pattern for setting up and administering the elementary school library has varied with school systems. Sometimes the high school librarian has selected and processed the books and administered the library program with student help. Sometimes the principal has taken over these duties, but more often a teacher-librarian, relieved of some of her duties, manages the elementary school library.

The following patterns of library management are examples: For a number of years Mrs. Mable Wools, high school librarian at Judsonia, has

ordered (from requests turned in by elementary teachers) and processed, the elementary school library books. The elementary school library is on the same campus, but in a different building. She spends one period in the elementary library, and it is manned by her trained student library assistants during the remainder of the day.

A similar plan is used at White Hall School in Jefferson County where Mrs. R. E. Jernigan, a full-time librarian, divides her time between two separate buildings—the high school library housing materials for grades 10-12 and the elementary school library housing materials for grades 1-9. Also in Dollarway School, Jefferson county, Mrs. Betty Fallis, the librarian, orders and processes books for all twelve grades. In her library certain sections of a long rectangular room are given over to books for grades 1-6 and the remainder to books for grades 7-12. All books for the entire student body are available to all students. All the books for the Elkins School, a twelve-grade school, are kept in one central library. They are processed by Mrs. Bonnie Paschal, the librarian. Revolving room collections for the elementary grades are selected by the teacher and a library committee from each room.

The Townsend Park Negro Elementary School in Pine Bluff has a centralized library with the high school librarian spending two periods a day there. During the remainder of the day the library is kept open by high school library assistants. All cataloging of books and records is done by the high school librarian.

Last summer R. E. Baker, superintendent of Bentonville Schools, asked Mrs. Kathryn Eldridge, high school librarian, to bring in all elementary school library books from room collection and process them for the new elementary building that was opened in September, 1959. She and two of her student library assistants worked two of the vacation months prepar-

ing the books for circulation, and the elementary school library is now kept open with the help of the student assistants.

In Huntsville the librarian for the junior high grades, Mrs. Eula Worley, orders and processes the elementary school library books for the central elementary school and for the six wing schools. All the elementary schools in the area benefit from the training and experience of the junior high librarian.

Often the elementary school principal has realized the need for a centralized library and has assumed the duties of librarian. An excellent example of this is in Forrest City where Mrs. Alta McDaniel, principal of the elementary school, started her library with only the help of sixth grade students that she trained. This year for the first time a school clerk spends some periods in the library.

A similar plan started by Mrs. Ben Fearing has been used in the Cleveland Avenue School in Camden, and is continuing under the principal, Mrs. Sam Redding. Trained sixth grade student assistants man the library during certain periods each day. Other principals who are also librarians of centralized elementary libraries are James Blackburn at the Alexander School in Greene County, Mrs. Bruce at the Smackover Elementary School, and Miss Erma Chastain at Peabody School in Fort Smith.

This fall Mrs. Lillian Grimes, with the help of several of her faculty, brought all the room collections together at the Gibbs Albright School at Newport, and used a conference room for a centralized library. Adequate adjustable shelving was built. Some P.T.A. members helped with the typing of cards and book pockets. Now rotating collections are going to all classrooms, and each child has access to the books in the centralized library.

For her new centralized library in the Hugh Goodwin School in El Do-

rado, Miss Nola Ellis has also had the help of some P.T.A. members in preparing the books for circulation.

The pattern used more frequently in Arkansas is that of the centralized elementary school library administered by a teacher-librarian. Ordinarily these teachers are relieved of some teaching duties to work in the library. Good examples of this system may be seen at the Rhetta Brown and Northwest schools in El Dorado, the Center Street School in Camden, the elementary school in Lewisville, Arsenal School in Jefferson County, and the Greene County Elementary School.

At the Wakefield Village School in Pulaski County, the school secretary acts as librarian two days of the week. The Bates School in Fayetteville, with a new addition to house the centralized library, happens to be on the same campus with the high school. The library is kept open every period by members of the Future Teachers' Organization from the high school.

Several Negro elementary schools have good working centralized collections. Among these are the Watson School at El Dorado, the Columbia Elementary School at Magnolia, and the Carver Elementary School in Texarkana, where the teacher-librarian is a certified librarian.

A unique plan is one used in the Eudora Elementary School. Because of a space shortage the library books are kept on shelves in the office. Once a week on a definite room schedule a rolling book cart filled with books is taken to the rooms for a library period. The individual pupil or the teacher (for the classroom) may check out books for a loan period.

These are only scattered examples of different patterns of elementary school libraries. Plan to visit some school system in your own area that has a centralized elementary school library. If none of the schools mentioned above are near you, write to the Arkansas Library Commission for

additional information on elementary school libraries.

With the publication of **Standards for School Library Programs** (mentioned elsewhere in this issue), the time has come for every educator to think of the elementary school library as a part of the total school program. Help with your school library program is available from two elementary school consultants at the State Department of Education and one elementary school library consultant at the Arkansas Library Commission, as well as from many county and regional librarians. Model elementary school libraries are maintained at the Nolan M. Irby Laboratory School at Arkansas State Teachers College in Conway and also at the Training School at the University of Arkansas in Fayetteville.

Help in book selection for the elementary school library is available from the Arkansas Library Commission through several exhibit collections of recommended books. A collection of starred and double starred titles from the CHILDREN'S CATALOG is now on display at the Arkansas River Valley Regional Library in Dardanelle after being at the Monticello A. & M. College for several semesters. The complete Traveling Elementary School Science Library is on display at the Garland-Montgomery Regional Library in Hot Springs. The traveling Book Fair books and the Publishers' Exhibit books were scheduled constantly from November through May. They are yet to be shown in Arkansas River Valley Regional Library, Dardanelle; White County Library, Searcy; West Memphis Public Library; Levy Elementary School; Marianna High School; Greene County Library, Paragould; Marion Anderson High School, Brinkley; Searcy County Library, Marshall; Melbourne Public Library; Phillips County Library, Helena; Morris School; Palestine School; and Williams Elementary School, Little Rock.

The BOOKS ON EXHIBIT collection has been shown in most of the colleges of the state. It will be in Harding College at Searcy in April, and in El Dorado and Warren the first two weeks in May.

It is much wiser to examine a book before purchasing it for a school library. These exhibits collections are maintained by the Arkansas Library Commission to help teachers, principals, and librarians select their books for ordering. Recommended reference sets are kept at the Arkansas Library Commission so that they may be compared before purchase. The Arkansas Library Commission also furnishes a directory of publishers and jobbers for library books.

Why not make good use of the help that is available? Just take the following steps* to enrich your total elementary school program through the library.

1. Secure as much information as possible on the elementary school library and discuss the values of a centralized library with the superintendent, the faculty, and the P.T.A.

2. Enlist the aid of your county librarian and your consultant from the State Department of Education or Arkansas Library Commission.

3. Visit elementary schools which already have well developed library programs. Invite teachers and P. T. A. library committee to accompany you.

4. Choose a teacher-librarian or choose from your staff a person with the following qualifications:

Successful elementary school teaching experience.

Friendly personality and the ability to work well with children and teachers.

Keen interest and knowledge of all kinds of instructional materials.

* From HOW TO START AN ELEMENTARY SCHOOL LIBRARY, leaflet published by Elementary School Libraries Committee of the American Association of School Librarians.

Thorough acquaintance with the curriculum.

Library training, or a willingness to take library science hours in summer school.

5. Select a space in the building to house a central collection of ma-

terials; in new buildings plan library quarters and equipment to be attractive, functional, and centrally located.

6. Provide a budget for an initial collection, with adequate yearly allotments to increase and maintain it.

THE 1960 WHITE HOUSE CONFERENCE

The White House Conference on Children and Youth, scheduled for March 27—April 2, is a nation-wide inventory of what we are doing for our children and youth, and what we need to do for them.

Theodore Roosevelt called the first such conference in 1909, and succeeding presidents have called one every ten years. This year is the Golden Anniversary; the theme of the 1960 conference is: "To provide opportunities for children and youth to realize their full potential for creative life in freedom and dignity."

Librarians will be anxious that trends in library resources and services for children and young people have a vital place in the conference discussions. How good are a child's chances to find the books he needs? Are they available to him in the public library, the home, the community center? Are we as a nation perpetuating a spiritual and intellectual deprivation by considering reading primarily as a skill and books as an

expensive "free-time" luxury? Reading of books is, in fact, one of the oldest and most profound tools with which to cope with life that civilization offers to an individual. Can this important function in our society be taken over by radio, television, and audio-visual aids? "The Opportunities That Books Offer" has just been prepared for the Children's Book Council by Dorothy M. Broderick, associate professor of library science, St. John's University. It lists (with annotations) recent books and articles on children's literature as they pertain to the interests of the Conference. This bibliography is available from the Children's Book Council: single copies for 15c, 25 copies for \$2.25; special rates for quantities of 100 or more. It also appeared in the December issue of JUNIOR LIBRARIES.

The White House Conference delegates from Arkansas have received this publication along with a brief history of the development of libraries in Arkansas.

BOOKS FOR YOU

TEEN-AGE BOOK GUIDE IS VALUABLE NEW WORK

Books, Young People, and Reading Guidance, by Geneva R. Hanna and Mariana K. McAllister. Harper, 1960, \$2.75.

The urgent need for help in guiding the reading of your young people during their teen-age years has long been felt by parents, librarian, and teachers. Friends of these boys and girls have often wished for assistance in reading guidance.

Now this is available through the combined efforts of Geneva R. Hanna who teaches in the College of Education of the University of Texas, at Austin, and Mariana K. McAllister.

Mrs. McAllister has made her home in Russellville for the past several

years. For part of that time she was a member of the staff of Tomlinson Library at Arkansas Tech. She has also worked with librarians in the state, and served as interim executive secretary of the American Association of Schools Librarians of the American Library Association. She is editor of the recent edition of *Recommended Books for High School Libraries*.

The authors of *Books, Young People, and Reading Guidance* take a positive attitude toward teen-agers and their reading. They fell with a wide variety of materials available and some help in choosing those that are appealing and have meaning for them "books can become a vital part of the lives of young people." Because the adolescent years are those of growth from childhood to adulthood, the literature must span a wide range and be of a variety of types. During this time the young person must be aided in his growth toward reading maturity.

The chapter devoted to an analysis of this is an insightful one and could well be pondered by an adult in surveying his own reading as well as in guiding that of someone else.

One of the strongest evidences of the authors' range and depth of acquaintance with their subject is the more than 400 illustrative titles which are woven into the treatment of books as they help meet the needs and interests of youth. For convenience those that are recommended are listed at the close of the volume.

There are two chapters devoted to distinctively professional helps for teachers and librarians. "Book Selection for Young People" and "Librarians and Teachers, Books and Young People." An excellent index adds to the book's value.

This appears to be the first attempt to take a comprehensive look at the reading material provided for teenagers, see the values of that which is already available and apply standards to other books as they appear on the market. A real contribution has been made and it merits the attention of all of us.

—Reviewed by Lena Rexinger, Arkansas Polytechnic College, Russellville.

(Book review reprinted from the ARKANSAS GAZETTE, Sunday, January 31, 1960)

A School Man of the Ozarks, an autobiography, by William E. Halbrook. 1959. Privately printed by the author, Scotland, Arkansas. Cloth bound, \$3.75; paperback, \$2.50.

This book commends itself to the generally discriminating reader—especially to the Arkansas reader—from the first page to the last. Mr. Halbrook has contributed substantially to the enrichment of recently published Arkansiana in presenting this review of his personal life and years of professional service in the field of public education in Arkansas. His autobiography has received favorable notice from organizations and individuals interested in the advancement of public services in the state. The ARKANSAS HISTORICAL QUARTERLY had this to say about **School Man of the Ozarks** in its summer, 1959 issue: "The book is especially recommended for students of Ozark life a generation ago, and also for those who are seeking an account of the development of Arkansas schools during the last seventy-five years." In fact, it is a "review of the operation of the public schools of our state from their very beginning to the present" by an educator who went through them himself and remained to make no small contribution to their progress.

—LaNell Compton

"DISCOVERING A NEW WORLD IN LIBRARIANSHIP"

Mrs. W. H. McCain, chairman, Recruitment Committee, Arkansas Library Commission and Arkansas Library Association, met with the Commission members of her committee at the Arkansas Library Commission, January 22. A letter was written which was mailed to all high school librarians in the state in Mrs. Anne Jackson's bulletin to high school librarians March 1. A library recruitment brochure is available from the Arkansas Library Commission for distribution at Career Day programs in the state. Request the number you need.

Last June Mrs. McCain attended the recruitment sessions at the national library meeting in Washington, D. C. She urges each of us to become a personal recruiter for the library profession. She writes:

"The public image of the librarian is the most important factor in recruiting. It is more important than all the publicity. The TV image of the librarian is critical. We should watch carefully how librarians are portrayed in dramatic programs.

"Emphasize the real satisfaction of the job; the intellectual satisfaction—rather than too much emphasis on money. Along with talking to young people about the profession and its satisfaction, let them absorb it through experiences with libraries and librarians by giving students work experience.

"Career choice is a developmental process. It is an error to think that youngsters make a lasting choice early. Only 50% of college freshmen have already made a decision. Recruitment then needs to be done all along the line, and three groups need to be involved: youth, their parents, and teachers.

"Recruiting literature, while useful, is the least effective initial device.

"This conference renewed my faith in the recruitment program and certainly confirmed the soundness of emphasis on the role of the individual librarian in the recruitment program."

A NEW LIBRARIAN LOOKS AT HER PROFESSION

By Margaret Hart*

"I am a librarian." As a high school student those were magic words that rang in my ears, and I longed for the day that I could truly say, "I am a librarian." It seems that a library has always played a vital role in my life. One of my few memories of the second grade is that of walking to the public library — not once a day, but twice.

The idea of becoming a librarian grew in my mind until one day I realized there was no other occupation for me. I felt it would be an occupation that would have new joys and satisfactions each day in helping

people to answer many different questions. But don't misunderstand me; I didn't go into the profession thinking only of the rewards at the end of a day.

As a student librarian at Manila High School, I got a taste of many of the routine duties of preparing books for circulation, reading shelves, keeping materials in order, and answering what sometimes seemed to be unnecessary questions. My librarian, Mrs. Francys Faulkner, taught me to do some simple mending. Never again did a book suffer for the need of a little paste. During the fall vaca-

* Miss Hart is librarian at the Wilson High School.

tion of my junior year the county librarian, Miss McDougal, hired me to help with the cataloging of our high school library. Although the routine work was somewhat tedious, I realized that this was part of service in the field of library science, which I had chosen as a career. Work in the Library Club was very different from regular class assignments, but I was doing it on a voluntary basis. Regardless of its difficulty, it presented to me a challenge to learn as much about the library as possible.

These experiences have been an advantage to me as I try to help each of my student librarians in developing her interest in the library. Each girl must see the vast opportunities in the field of library science, but she can be taught new duties only as she is ready to learn.

The shelves of our libraries are filled with records of the actions, thoughts, beliefs, and aspirations of people who have traveled these roads before us. Librarians must use every available facility to make this information usable for those we serve. I constantly feel the responsibility of learning something new each day about my profession. Now that I have almost completed my first year in the Wilson High School Library, I know, more than ever before, the great obligations that are mine. Great advantages are ready and waiting for our young people seeking to know the truth. I am proud of my profession, and trust that I shall always feel the same satisfaction in saying, "I am a librarian."

SCHOLARSHIPS IN LIBRARY EDUCATION

Enoch Pratt Free Library, Baltimore, Maryland, announces for 1960-61 three scholarships for graduate library study: two awards of \$1500 each from Enoch Pratt Free Library's gift funds; one award of \$1500, the Arthur H. Parsons, Jr. Memorial Scholarship given by the library's staff association. Recipients agree to accept employment with Enoch Pratt Free Library for two years following graduation. Inquiries should be made to the Personnel Office of the Library, Baltimore 1, Maryland. Deadline for filing applications is May 1, 1960.

Library trainees may be interested in the graduate library training program offered by Louisiana State University. The program provides an opportunity to get training in a library position while doing class work. A trainee receives the benefit of full

student status (including University housing and health insurance) and serves as a half-time member of the Library staff. Twelve hours of classes may be taken while you work 20 hours a week in the Library. In addition to a full month's leave you will be given brief vacations at Christmas and in the spring. Appointments, usually made to library school students, but available to other graduate students in some cases, are given for 12 months, and may begin in September, February or June. Appointments are made by the Dean of the Graduate School upon the recommendation of the Director of Libraries to those whose admission to the Graduate School has been approved. The salary will be \$1,500 per year. Applications for the traineeships should be made to the Director of Libraries, Louisiana State University, Baton Rouge, La.

LIBRARY SCIENCE COURSES IN ARKANSAS

By Mildred James and Mrs. Ernest Halter*

The Education Committee of the Arkansas Library Association has compiled a list of the library science courses being offered in the state during the coming year.

Additional information may be obtained from the Director of Library Science in each of the colleges listed.

ARKANSAS COLLEGE, Batesville, Arkansas

Summer Term—1960			
L. S. 311	School Library Management		3 Hours
L. S. 312	Instructional Materials for the School Library		3 Hours

Second Summer Term—According to demand.

ARKANSAS POLYTECHNIC COLLEGE, Russellville, Arkansas

Summer Term—1960			
Educ. 453	Books and Related Materials for the School Library		3 Hours
Educ. 473	Classification and Cataloging		3 Hours

ARKANSAS STATE COLLEGE, Jonesboro, Arkansas

Summer Term—1960			
L. S. 313	Book Selection		3 Hours
L. S. 423	Reference and Bibliography		3 Hours
Fall Term—1960			
L. S. 313	Book Selection		3 Hours
L. S. 423	Reference and Bibliography		3 Hours
L. S. 453	Development of Libraries		3 Hours
L. S. 463	Library Problems		3 Hours
Fall Short Term			
L. S. 323	Organization and Administration		3 Hours
L. S. 463	Library Problems		3 Hours
L. S. 433	Library Experience		3 Hours
Spring Term—1961			
L. S. 323	Organization and Administration		3 Hours
L. S. 343	Basic Cataloging and Classification		3 Hours

The Library Science Department offers a total of 21 hours in library science (a minor). Arkansas State College is offering regular (in addition to in-service) courses on an experimental basis beginning Fall, 1960.

ARKANSAS STATE TEACHERS COLLEGE, Conway, Arkansas

First Summer Term—1960			
L. S. 231	Instructional Materials for the School Library		3 Hours
L. S. 330	School Library Management		3 Hours
L. S. 431	Materials of Instruction Advanced Course		3 Hours
L. S. 4x0	School Library Practice (410, 420, 430, 440, depending on the work)		
Second Summer Term—1960			
L. S. 332	Reference		3 Hours
L. S. 333	Classification and Cataloging		3 Hours
Fall Term—1960			
L. S. 110	Use of the Library		1 Hour
L. S. 231	Instructional Materials for the School Library		3 Hours
L. S. 333	Classification and Cataloging		3 Hours

* Miss James, librarian, Arkansas State Teachers College Conway, is chairman of the state association's Education Committee. Mrs. Halter, trustee, Faulkner-Van Buren Regional Library, Conway, is a member of the Education Committee.

L. S. 4x0	School Library Practice (410, 420, 430, 440, depending on the work)	
Spring Term—1961		
L. S. 110	Use of the Library	1 Hour
L. S. 330	School Library Management	3 Hours
L. S. 332	Reference	3 Hours
L. S. 4x0	School Library Practice	

HENDERSON STATE TEACHERS COLLEGE, Arkadelphia, Arkansas

First Summer Term—1960	L. S. 331	Selection of library Materials	3 Hours
	L. S. 333	Reference Materials	3 Hours
Second Summer Term—1960	L. S. 332	Library Organization	3 Hours
	L. S. 335	Cataloging and Classification	3 Hours
Fall Term—1960	Schedule has not been set up yet.		
Spring Term—1961	Schedule has not been set up yet.		

OUACHITA BAPTIST COLLEGE, Arkadelphia, Arkansas

First Summer Term—1960	L. S. 301	The School Library	3 Hours
Second Summer Term—1960	L. S. 401	Reference	3 Hours
Fall Term—1960	L. S. 301	The School Library	3 Hours
Spring Term—1961	L. S. 401	Reference	3 Hours

Remarks:

L. S. 302 Selection of Library Materials | offered in 1959-60
L. S. 402 Cataloging and Classification | and again in 1961-62

PHILANDER SMITH COLLEGE. Little Rock, Arkansas

Summer Term—1960	L. S. 213	Reference	3 Hours
	L. S. 223	Classification and Cataloging	3 Hours
	L. S. 323	Instructional Materials, Advanced Course	3 Hours

SOUTHERN STATE COLLEGE, Magnolia, Arkansas

Summer Term—1960	L. S. 303	Books and Related Materials for School Libraries	3 Hours
	L. S. 313	Library Organization and Management	3 Hours

UNIVERSITY OF ARKANSAS, Fayetteville, Arkansas

First	Summer Term—1960		
L. S.	303.3	Books and Related Materials	3 Hours
L. S.	313.3	Library Organization and Management	3 Hours
L. S.	353.3	School Library Practice	3 Hours
Second	Summer Term—1960		
L. S.	323.3	Reference Materials in the School Library	3 Hours
L. S.	333.3	Books and Related Materials (Advanced Course)	3 Hours
Fall Term—1960			
L. S.	303.3	Books and Related Materials	3 Hours
L. S.	313.3	Library Organization and Management	3 Hours
L. S.	353.3	School Library Practice	3 Hours
Spring Term—1961			
L. S.	323.3	Reference Materials in the School Library	3 Hours
L. S.	333.3	Books and Related Materials (Advanced Course)	3 Hours
L. S.	353.3	School Library Practice	3 Hours
Library Science—349.3	Cataloging and Classification	will be taught during the	

L. S. 333.3 School Library Practice 3 Hours
Library Science 343.3 Cataloging and Classification will be taught in the summer of 1961 and in the spring of 1962.

New and important for school libraries

Standards for School Library Programs

Prepared by the American Association of School Librarians in cooperation with 20 other national professional and educational organizations. These long awaited national standards present basic, detailed principles and requirements, both qualitative and quantitative, for functional school library programs. The standards cover all sizes and types of schools, public, private and parochial; all grades and combinations of grades from kindergarten through grade 12; and provide specifically for new schools and for those with less than 200 students. For administrators, teachers, and librarians in evaluating present programs and planning for the future. 144p. \$2.50. **Discussion Guide** 65c Both \$3.00. Ready March 1.

Basic Book Collection for Elementary Grades, 7th Ed.

Miriam Snow Mathes, ed. Since 1922 this guide to a balanced working collection for grades K through 8 has proved its value for beginning or existing school libraries. Lists and annotates more than 1000 in-print books selected by librarians and educators, arranged by subject with complete buying and cataloging information, grade levels. Special magazine, picture and easy book sections. Subject, title, author index. 136p. \$2.00 Just published.

Basic Book Collection for Junior High Schools, 3rd Ed.

Margaret V. Spengler, ed. A new edition of this standard guide to more than 1000 in-print books and magazines selected by librarians and educators as a balanced working collection for grades 7, 8 and 9. Titles are annotated and arranged by subject with complete buying information, Decimal classification, subject headings. Complete subject, title, author index. 144p. \$2.00 Ready this month.

A. L. A.'s Special Combination Offer

Either of the new Basic Book Collections, regularly \$2.00 each, and a new or additional subscription to **The Booklist and Subscription Books Bulletin**, regularly \$6.00 per year, at this special combination price of \$6.75.

Order from **AMERICAN LIBRARY ASSOCIATION**.

50 East Huron Street • Chicago 11, Illinois

MISS MARGARET TIEBEL

Distinguished Trustee and Friend of Libraries in Arkansas

By Frances P. Neal*

"My dream has come true. Eudora has a public library," Margaret Tiebel wrote me in June of last year. Long interested in securing county-wide library service in Chicot County, Margaret organized a campaign to secure the passage of the one mill library tax in the summer and fall of 1958. She drove 2000 miles and made more than forty speeches before organizations in the county. With the successful passage of the tax she wished for some one else to assume the chairmanship of the board, but ever mindful of her obligations she accepted the new duty which proved to be a heavy one, and continued to work for library improvement until the time of her sudden death from a heart attack Saturday evening, February 20, in Greenville, Mississippi, where she had gone with friends for dinner.

Immediately following the library tax victory at the polls in November, 1958, she called to tell us the good news and to ask us to come to Lake Village the following Sunday for a meeting with County Judge H. L. Locke and the newly appointed library board. A quorum of members was present and Miss Tiebel was elected chairman. The board decided to ask for a meeting early in December with the Southeast Arkansas Regional Library Board to discuss the advisability of Chicot's becoming a part of the regional library. At the conclusion of the meeting she said "Now, I think we should celebrate the organization of the Chicot County Library by having refreshments." As if by magic, from a plaid tote bag she produced a thermos bottle of coffee, cream and sugar, cookies, cups and napkins. We were tired, and the refreshments and the good fellowship restored us. Nothing was forgotten by Margaret for the pleasure and comfort of her friends.

In December 1958, a regional board meeting was held in McGehee, and Chicot County became a part of the Southeast Arkansas Regional Library, joining with Desha, Drew, and Lincoln counties. Southeast has always had regular quarterly meetings the second Tuesday in the first month of each quarter. Miss Tiebel accepted her responsibility as a member of the regional library board and attended each meeting by driving long distances, except for the meeting in September at Eudora where she proudly welcomed us to the Eudora Public Library. The last meeting she attended was the second Tuesday in January 1960, when she came from Eudora bringing with her three members of her board and Judge Locke.

Miss Tiebel inspired many people to help her with the improvement of the building she secured for the Eudora Public Library. Members of her Sunday School class, the Home Demonstration Clubs and the civic organizations helped with the decoration of the interior of the building. Her mother and her sister, among many others, helped her on the morning of January 23, 1960, with a benefit pancake breakfast on which \$60.00 was cleared to be applied on the \$75.00 indebtedness on the air conditioner purchased for the library, during the summer.

She had begun a "Buy a Brick" campaign for veneering the outside of the library building and had hoped to have the work completed before winter came. The night before her death she had gone to a benefit party in Lake Village to help the organizations in her sister city in their efforts to beautify their library. Miss Tiebel wanted public library service for all the people in her county and region.

* Mrs. Karl Neal is executive secretary and librarian, Arkansas Library Commission.



MISS MARGARET TIEBEL

On February 14, several of the Arkansas Library Commission staff had gone to Dumas for the opening of the beautiful new library. From there Miss Freddy Schader and I had gone to Chicot county to visit the three branch libraries with Mrs. Ruth Goyne, librarian, and Mrs. Lucy Bailey, bookmobile librarian, on Monday and Tuesday. Monday afternoon we had our last visit with Margaret and discussed plans for the future

improvement of libraries in her area.

Grief came to us on Sunday, February 21, when Mrs. Beatrice Wiles, called from Eudora to tell of Miss Tiebel's sudden death. On Monday again, one week from our last visit with her, we were in Eudora for Miss Tiebel's funeral. It was a great sadness for her family and her friends who will miss her cheerful spirit, her words of encouragement and her

creative leadership. Her presence lightened many loads during her life. Her determination to have cultural and educational opportunities for her community, her county, and her state, was evident in the life she lived.

Miss Tiebel was a third grade teacher at the Eudora Elementary School where she had served for a number of years. Prior to this she had taught at the Chicot school before consolidation with the Eudora school district. She taught children of Armed Service personnel for a two-year period in Bemerhaven, Germany, during a leave of absence from the Eudora school. During the seven years the local newspaper has sponsored the Man and Woman of the Year contest, Miss Tiebel was named as Woman of the year in 1955 and again in 1959.

She was a member of the Eudora Presbyterian Church where she had taught the Pioneer Youth Class for the past eight years. Also noted among her activities has been the work of the American Legion Auxiliary, of which she has served as president and was active chairman in the absence of a president at her death.

She worked with the Teen age rodeo, T. B. Seal sales, UNESCO Trick or Pennies Benefit Relief. She has served as a member of the Board of Trustees of the Chicot County Fair Association, has held offices of secretary and treasurer of the Chicot County Education Association. She served twice in the capacity of senior counselor at Arkansas Girls' State. In the past years, she had worked as Girl Scout leader.

We may often become discouraged and ask, "What can one person do?" when there is so much to be done and so little time or money with which to do it. We can remember Margaret and know that one person can impart good ideas and strength to countless others, and that what we do lives after us. Returning to the Arkansas Library Commission with a heavy heart on February 23, I found, among the mail delivered that morning to my desk, a letter from Miss Margaret Tiebel written on Thursday evening, February 18. It reads:

"Dear Frances:

"It was good to see all of you once



EUDORA PUBLIC LIBRARY

again. As usual, our time together was too short.

"I am enclosing a letter from a teacher in another county who wants help with a county library tax campaign. She had read about our tax campaign in the January issue of ARKANSAS LIBRARIES. I have answered her letter tonight. I told her I

would help her all I can. I'll try to talk to her in person as soon as we can arrange a meeting. What do you suggest I do to help this county, if you think I can help? I wrote her you would help her.

Sincerely yours,
Margaret Tiebel"

NATIVE SON INTERESTED IN HOME COUNTY

Searcy County has indeed been blessed by having a native son, a man who through the years that he has resided in other states, has maintained an interest in the welfare and progress of the county and its people.

Jim G. Ferguson, manager of the Automobile Club Accident Division of the Washington National Insurance Co., of Evanston, Illinois, has been a good friend.

Early in the year Mr. Ferguson became interested in a project to secure a library building for the Searcy County Library, and offered to contribute \$20,000 toward the construction of such a building, provided the people of the county would contribute \$10,000. At the present time the people of the county have contributed a little more than \$5,100 and have pledged contributions in the amount of \$3,000, bringing the total amount given and pledged around \$8,000. To match this money, Mr. Ferguson has already sent in contributions totaling \$14,767.65, and has pledged to contribute the remainder of the \$20,000 when the people have raised their contributions to total \$10,000. He has also given \$469 for the purchase of religious books that have been added to the library.

Total contributions which Mr. Ferguson gave during 1959 to worthy causes in Searcy county add up to \$21,769.

While checking further with the county treasurer, Olas Taylor, recently, Mr. Taylor made the remark that "during 1958, the contributions made by Mr. Ferguson to the schools of the county for library books and science equipment amounted to almost as much as the schools districts collected in taxes from all the property in the county during the same year."

For the past several years Mr. Ferguson has given generously to worthy causes in Searcy county. He has also given generously to the Western Grove school in Newton county and has contributed to all the churches in Marshall and other communities of the county. He has also placed several organs and pianos in the churches of this section of the state.

Mr. and Mrs. Ferguson make several trips each year to Marshall to visit relatives. Truly he has been "a good friend" to the county and its people.

—Reprinted from the MARSHALL MOUNTAIN WAVE, James R. Tudor, owner and publisher, Marshall, Arkansas.



1960 MIDWINTER MEETING AMERICAN LIBRARY ASSOCIATION

By Frances P. Neal*

The Midwinter Meeting of the American Library Association is a working meeting of the Council and of committees and boards of official ALA units. Arkansas was represented at a number of sessions of the recent Midwinter meeting by Mrs. Anne Jackson, Miss Freddy Schader, Mrs. Dula Reid, Miss Velma Lee Adams, Harvey Young and Mrs. Karl Neal. Mrs. Jackson is National Library Week state representative for the American Association of School Librarians and attended the NLW and School Library sessions. Miss Freddy Schader is secretary and Miss Adams is chairman, College Division, Southwestern Library Association, and they attended SWLA board meeting. As state representative on the committee for Implementation of new School Library Standards of the American Association of School Librarians Miss Schader attended the sessions of this group. Mrs. Reid is executive director of National Library Week in Arkansas and she attended the sessions for directors. Harvey Young represented Arkansas trustees at the business sessions of the American Association of Library Trustees.

Mrs. Merlin M. Moore, chairman, Arkansas Library Commission, and immediate past president, American Association of Library Trustees and member of that board, was unable to attend Midwinter meeting because of illness.

The Arkansas Library Association is a branch of the American Library Association. Both associations have the same objectives: the promotion of library service and the profession of librarianship. The enrichment of the lives of our people can come through our leadership if we are willing to pursue our profession to its highest potential. Librarianship can

became a learned profession as theology, medicine, law, only if there are enough people who wish to devote themselves to a study of the knowledge of the profession. The learned professions require continuing devotion to and constant awareness of our obligation to know the truth.

As your representative on the Council of the American Library Association I attended the two Council meetings and the pre-session of the Council with the Executive Board.

Richard B. Sealock who is serving as treasurer gave a report of ALA finances and bugetary processes. Mr. Sealock is director of the Kansas City Public Library, and was guest speaker at the Arkansas Library Association in 1950. He is devoted to the profession of librarianship and has given generously and effectively of his time to serve as treasurer of ALA.

He gave a graphic report of ALA finances which come from memberships, endowment, and gifts. In recent years gifts have come from foundations to ALA; but these gifts would not have been made unless there was an organization of members to provide the basic budget for operation and to insure constructive use of the gifts. The same principles apply to our state association. We are able to receive gifts such as the books for our book fairs from the Children's Book Council, advisory services from ALA, and federal aid through the Library Services Act because we have a state organization of working members. We must first do our part as individuals if we are to have strength in our profession. Our dues to our state and national associations indicate our willingness to invest our lives as well as our dollars in the library profession. We do not expect

* Mrs. Karl Neal, executive secretary and librarian, Arkansas Library Commission, is ALA councilor for Arkansas.

our social organizations to prosper without our dues and without the gifts of our time. There can be no excellence in our profession without constant contributions of money and time by individual members.

One of the best parts of any national meeting is the association with friends from all over the United States. At a pre-conference institute for state agency personnel, Mrs. Jackson, Miss Schader and I heard other state aid programs discussed. We came home feeling proud of Arkansas' state aid program established by our legislature in 1937 as the result of the efforts of the Arkansas Library Association, the Arkansas Federation of Women's Clubs, the American Legion Auxiliary, Department of Arkansas, the Arkansas Congress of Parents and Teachers and the State Department of Education.

Arkansas' state aid program enables us to qualify for federal aid to libraries. Regional library development has brought better library service to more people in recent years than was possible before 1957. The financial support which is now available at the local level through the one mill library tax, at the state level through state aid, and at the national level through the Library Services Act is the result of the diligent and dedicated work of many people who have made personal sacrifices to secure these benefits for our library programs. We must support our state and national library associations.

At Midwinter we met with Russell Thacher, awards director, Book Of The Month Club, and Miss Eleanor Ferguson, executive secretary, Public Library Association, who told us the good news that SCOTT-SEBASTIAN REGIONAL LIBRARY would receive a \$1,000 gift for the purchase of books as a winner in the Dorothy Canfield Fisher Award sponsored by the Book Of The Month Club. Preble County District Library, Eaton, Ohio, was first place winner of \$5,000. Other runners-up and winners of \$1,000 each

were: Casa Grande Public Library, Casa Grande, Arizona; Suwannee River Regional Library, Live Oak, Florida; Nez Perce Library, Lewiston, Idaho; Charles County Library, La Plata, Maryland; Whitefish Public Library, Whitefish, Montana; Elko County Library, Elko, Nevada; Deming Public Library, Deming, New Mexico; McDowell County Library, Welch, West Virginia. Ten states were represented by the winners and eight of the States were present at the meeting with Mr. Thacher and Miss Ferguson. Arizona and Nevada were unable to be present because of weather conditions.

Your Arkansas Library Association in cooperation with the Arkansas Library Commission publishes ARKANSAS LIBRARIES and numerous mimeographed publications which are yours for membership. An annual meeting, workshops and institutes, and tours are sponsored by your state association. Membership is \$5.00 per year, less than 50c a month.

For membership in the national association you receive the ALA bulletin. If you are a school librarian you receive an additional bulletin called **School Libraries**. You may also receive a quarterly publication, **Top Of The News** if you choose to belong to the Children's and Young People's Divisions. There is a group insurance plan for which you are eligible. In addition there are national conferences and professional advantages.

Getting to know Mrs. Grace T. Stevenson, deputy executive director, American Library Association, Miss Eleanor Ahlers, Executive Secretary, American Association of School Librarians, Miss Eleanor Ferguson, executive secretary, Public Library Association, Miss Ruth Warncke, Mrs. Muriel Javelin, Miss Phyllis Maggeli, Miss Dorothy Kittel of the former Library — Community Project, Miss Evelyn Day Mullen and Miss Mary Helen Maher, consultants from Library Services Branch, U. S. Office

of Education, Miss Germaine Krettek, director, ALA Washington Office and others like them is a reward of membership in the American Library Association. They have come to us as friends and have enriched our lives. Because there is an American Library Association and an Arkansas Library Association we have many friends to help us improve our library program. Both associations are working for higher standards of service which include adequate salary for library personnel.

MEMBERSHIP DEPARTMENT

American Library Association
50 E. Huron St.—Chicago 11, Ill.

Please send me an application
for ALA membership.

Name _____

Title _____

Institution _____

Address _____

Special Interests _____

PROFESSIONAL TIDBITS

A free series of cartoons on LIBRARIES, LIBRARIANS AND READERS has been prepared by Demco Library Supplies. A complete set may be obtained by writing to Demco, Box 1070, Madison 1, Wisconsin. The set is advertised on page 193 of the January 15, 1960 LIBRARY JOURNAL.

The LIBRARY JOURNAL for January 15 also carries a thought-challenging article by Lester Asheim, dean of the Graduate Library School of the University of Chicago, who asks: "Are librarians clear about their objectives? Do they know when to stretch the rules? Or are they like the nurse who says... WAKE UP! IT'S TIME FOR YOUR SLEEPING PILL!" Dr. Asheim goes on to make further confession: "This is a 'we' report; a let's face it you-and-me report, and not a 'they' report. If you agree with what I say here, then we—librarians—and not they—somebody else—are the ones who are on the spot."

THE BULLETIN of the National Association of Secondary School Principals for November 1959 contains some 32 articles on the effective secondary school library. The issue, which has been in preparation for over a year under the direction of Laura K. Martin, associate professor

of library science at the University of Kentucky, is aimed at developing a mutual understanding with school administrators of what it takes for a school library to function well in the educational program. The articles cover such topics as school library standards; the National Defense Education Act; promising practices; reading guidance; supervision; television; the relationship of the library to the principal, the teacher, the student, and the public library; personnel; school library quarters; library materials; etc. Copies of the issue may be ordered for \$2 from the National Association of Secondary School Principals, 1201 16th St., N. W., Washington 6, D. C.

THE INSTRUCTOR, November 1959 issue, has an entire section on the "Baldwin-Whitehall Library Program" prepared by Ruth Foy and her AASL Elementary School Library Committee. Reprints of this will include additional articles by Eleanor Ahlers and Elenora Alexander on the elementary school library. Reprints of the latter are to be distributed by AASL. Address: Miss Eleanor Ahlers, AASL Office, American Library Association, 50 East Huron Street, Chicago 11, Illinois.

BOOK SELECTION — Policies and Procedures, reprinted from the March

1957 SCHOOL LIBRARIES, is again available from the AASL office. Single copies will be sent free on request; multiple copies sell for ten cents each. Reprints of the article, "Awards and Scholarships", which appeared in the October issue of SCHOOL LIBRARIES, is also available from the AASL office.

THE LIBRARY QUARTERLY, January 1960 (2.50) featured the papers presented at the annual conference held at the Graduate Library School, University of Chicago, August 1959. These papers are centered around the theme "New Definitions of School Library Service" and include such topics as educational philosophy, educational media, trends in elementary and secondary school library programs, role of the federal government and school library standards. Copies may be ordered directly from the Graduate Library School.

Brown University of Providence, Rhode Island, has received a grant of

\$24,000 from the Council on Library Resources, Inc., Washington, D. C., it was announced by Zenas R. Bliss, Provost, for a study of ways to improve school library services in Rhode Island through coordination of university, community, and school libraries. This coordination would be directed toward the improvement of instruction in the schools of the state.

The grant will be used for a twelve-month study sponsored by the Master of Arts in Teaching Program at Brown with the assistance of an advisory board representing various state library organizations. The project will include an investigation of library services in the state, a study of accepted library practices with a view to their adoption and experimentation with various methods of coordinating university, school and community libraries in improving instruction. At the conclusion of the study a report will be published which should be of assistance to other metropolitan areas.

ALA'S TECHNICAL INFORMATION SERVICE FOR LIBRARIANS NOW AVAILABLE

The Library Technology Project of the American Library Association is now furnishing information to librarians on materials, machines, equipment and systems useful in library operation. The project's staff has gathered a comprehensive collection of equipment and supply catalogs and a library of technical literature. It has made contacts with suppliers, manufacturers, testing laboratories and research and development organizations. From these sources, the Library Technology Project is now prepared to assist librarians in answering questions they may have as to what supplies, equipment or systems will best suit their particular needs.

LTP will also furnish information on what to buy and where to buy it.

Librarians should send their inquiries to the Library Technology Project at the American Library Association headquarters, 50 East Huron Street, Chicago 11, Illinois. The project's telephone number is DElaware 7-4740. The Library Technology Project was established on May 1, 1959, by the Council on Library Resources, Inc., to collect and disseminate standards information, develop new or improved equipment and supplies, and provide a technical information service for libraries. Frazer G. Poole is director of the project.

**ARKANSAS LIBRARY ASSOCIATION
22-DAY TOUR TO MONTREAL, June 12—July 3, 1960**

**Joint Meeting of
American Library Association and Canadian Library Association
By Tour Committee:
Hazel Prichard, Florene Jordan, Jackie Poe, Lucille Slater**

The Arkansas Library Association is sponsoring a tour by chartered bus for members to attend the annual meeting of the American Library Association in Montreal, Canada. The trip will cover approximately 4000 miles through beautiful and historic New England and Canada. The tour is planned to include visits to libraries and places of professional and historic interest.

The cost of transportation and hotel or motel accommodations for 21 nights is \$260.00 per person. The bus will leave Little Rock, Sunday morning, June 12, at 7:00 a.m., going by Jacksonville, Illinois, to visit the new plant of the New Method Book Bindery. Then to Indianapolis; Cleveland; Niagara Falls; Saranac Lake and Montreal. Return trip will be by way of Quebec; Portland, Maine; Boston; Plymouth, Massachusetts; New York; Winchester, Virginia; Huntington, West Virginia; Lexington, Bardstown, Kentucky; Nashville, Tennessee; Memphis; and returning to Little

Rock early in the evening of Sunday, July 3.

Round trip transportation on a chartered bus and room with twin beds in good hotels and motels will cost \$260.00. This is approximately the same as round-trip airplane flight from Little Rock to Montreal and Quebec.

Meals and incidental expenses can be as little or as much as you wish. You will pay for your own meals. The \$260.00 covers transportation for 4000 miles and for 21 night's lodging. Send your deposit of \$10.00 now to Miss Florene Jordan, librarian, Columbia-Lafayette Regional Library, Magnolia, Arkansas. See page 39.

The Children's Book Awards banquet June 21, 1960, 7:30 p.m. at the Montreal joint conference will be a gala Banquet des "Voyageurs." The Young Adult Services Division of the American Library Association will have a tea and social hour at 4 p.m. on Thursday, June 23, 1960.

WORKSHOP PROCEEDINGS AVAILABLE

The report of the Workshop on School and Public Library Cooperation held at the University of Arkansas on August 17-21, 1959, has been compiled by Miss Wilma Ingram.

Participants have received copies. The report is available to interested librarians as long as the supply lasts. Please write to the Arkansas Library Commission, if you wish a copy.

CORRECTION

In the January, 1960, issue of ARKANSAS LIBRARIES the name of the Randolph county judge was erroneously stated to be Chester Shirley. Judge Shirley is in fact an official of Greene county. Judge Mack

Riggs is the Randolph county official whose name should have appeared in the article which told of efforts looking toward a county Library building to be built at Pocahontas. ARKANSAS LIBRARIES regrets the error.

NEWS NOTES

Miss Ella Mae Thompson, formerly librarian of the Burlington Branch of the Knoxville Public Library system, is now head of Circulation, Arkansas State College Library, Jonesboro.

Miss Adeline Franzel, Special Services Division, Oklahoma State Library, Oklahoma City, visited the Arkansas Library Commission, Little Rock, on January 25. The Oklahoma State Library is one of thirty "regional libraries, and specified state agencies and commissions for the blind" through which the Library of Congress administers the Talking Book Program.

For the benefit of blind patrons in Arkansas, inquiries about talking book machines (for loan) may be addressed to: Talking Book Machine Agency, Services For The Blind, Vocational Rehabilitation, 109 West Twelfth Street, Little Rock. For borrowing books from the Talking Book Lending Library, address the Oklahoma State Library, Special Services Division, 109 State Capitol, Oklahoma City 5, Oklahoma.

Miss Kathleen Sharp, Osceola high school librarian, and Miss Marion Beckham, president of the Student Librarians' Club, were speakers at the March meeting of the Osceola Progressive Club on Tuesday afternoon, March 1. The general theme of the talks was "Know Your Library", and both speakers outlined progress and accomplishments of the high school library for the past three years. During this period 185 new fiction titles and 367 non-fiction books (including science, history and social science) were added to the book collection. The library subscribes to twenty-nine magazines and three newspapers.

Walter W. Daugherty, aged 59, of Benton, died Sunday, February 14 at a Little Rock hospital. Survivors include his wife, Mrs. Ella Hill Daugherty, librarian at the Gann Memorial Library, Benton.

Jesse E. Yarberry, 58, died at his home in Hope Sunday, February 14. Survivors include his wife, Mrs. Mabel Stingley Yarberry, sister of Mrs. Anne S. Jackson, high school and public libraries consultant for the Arkansas Library Commission.

The New Public Library at Dumas was the scene of a Sunday afternoon open house, February 14. County and local officials present for the occasion included Judge J. L. Erwin, Mayor Billy Free, Dumas library board chairman, Mrs. S. A. Banks, and librarian, Mrs. T. W. Eastham; Southeast Arkansas Regional Library Chairman, Mrs. I. C. Oxner and librarian, Mrs. Ruth W. Goyne; congressional commission member, Mrs. Jim Merritt and local Jaycees. Many guests called during the afternoon.

The Desha County Quorum court appropriated \$20,000 for the building and local Jaycees raised \$1500 for purchase of the site. Mr. and Mrs. Charles Dante gave the desk. The By-Way Garden Club is landscaping the grounds. Ben Dees of Ginocchio-Cromwell Associates was the architect. Mr. and Mrs. Melvin Schexnayder gave publicity through their newspaper, the **Dumas Clarion**. Ernie Deane, former classmate of Judge Erwin at University of Arkansas, was present with camera in hand. His "Arkansas Traveler" column for Sunday, February 21, gave a story of library development in Desha county. The Dumas library building is the second one secured for Desha county through the leadership of Judge J. L. Erwin. In 1957 at McGehee Judge Erwin secured the approval of the quorum court to purchase the Southwestern Bell Telephone Company building for the McGehee library. Judge Erwin is hoping for industrial development in Desha county. Two new libraries are an economic asset, as well as a cultural and educational asset. Congratulations to the many citizens of Desha county who have

worked together to secure adequate library buildings in Desha county.

In a car-truck collision on ice slick state highway 22 the Oden High School principal, **Ray M. Irons**, his son **Gary Randall Irons**, 15, and three other members of the high school basketball team, all of Oden, were killed Wednesday night, February 24 as the group was returning from a district basketball tournament at Dover. Survivors include his wife, Mrs. Mary Maxie Irons, Oden high school librarian, a daughter, Mary Rhea, his parents, two brothers and two sisters. The son, Gary, was a freshman at Oden High School. He is survived also by his maternal grandparents of Oden.

The eleventh annual Freedoms Foundation awards were announced February 21 in Valley Forge, Pennsylvania. The highest honor went to **Senator John L. McClellan**, Democrat of Arkansas, in recognition of his "integrity and courage" in assailing communism and corruption, as well as his determined efforts to free all citizens "from the evils of coercion and the perils of deceit." In accepting the George Washington award, Senator McClellan stipulated that the cash prize of \$5,000 be retained by the foundation for the establishment of permanent awards in the educational field. Other awards went to 865 individuals, organizations, schools and business concerns throughout the country. The winners, selected by special jury from nominations sub-

mitted by the public, were rewarded for promoting the American way of life during 1959.

Mrs. Anna Geyer Stratman, 91, died at her home, 620 Rector Street, February 21. Her father came to Little Rock in 1852. He gave his daughter the home on Rector Street as a wedding gift in 1889. The home was on the route of the Little Rock Expressway, and Mrs. Stratman had been asked to sell the home. Among her survivors is a cousin, Miss Freddy Schader of the staff of the Arkansas Library Commission.

Miss LaNell Compton, cataloger, Arkansas Library Commission, has accepted an invitation to serve as a member of the Bylaws Committee of Cataloging and Classification Section of the ALA's **Resources and Technical Services Division** for a two-year period, beginning immediately at the close of the Montreal Conference, June 25, 1960. Miss Sarah K. Vann, assistant professor at Carnegie Library School in Pittsburgh, and vice-chairman of the Cataloging and Classification Section, extended the invitation.

Mrs. Mary Alice Pickens Wood, North Little Rock, Arkansas, former staff member of the Arkansas Library Commission received her Master's degree in library science from Louisiana State University Library School, January, 1960. She has accepted a position on the staff of Louisiana State Library, Baton Rouge.

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Effective March 26, 1960

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